DOCUMENT RESUME

ED 113 401 UD 015 491

TITLE	Report of the Bilingual-Bicultural Workshop, August 20-23, 1974 Sponsored by the Center for International Education.
INSTITUTION	Massachusetts State Coll. System, Boston. Center for International Education.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.
PUB DATE	Aug 74
NOTE	36p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Biculturalism; *Bilingual Education; Bilingualism; Bilingual Students; *Conference Reports; *Cultural Factors; Cultural Pluralism; Educational Demand; Educational Policy; Educational Programs; *Educational Supply; English (Second Language); Second Language Learning; Teacher Education; Teacher Programs; Workshops

ABSTRACT

The purpose of this conference was to produce a set of recommendations and suggestions that could be available to teacher training institutions, state education agencies, and other private and public institutions concerned with the study of ethnicity and bilingualism/biculturalism. Five major topics that form the basis for the report are training programs, training programs (related services and aides), overlapping programs, ethnicity, and supply and demand. Recommendations are brought together under 12 headings. Brief summaries of the rationales leading to and suggestions for implementation of each recommendation are included under each recommendation. Among the major headings dealt with are preparation of American teachers for teaching services in a foreign country, preparation of teachers trained abroad for teaching in the U.S., preparation of bilingual teachers to teach adult basic education programs, upgrading of certification requirements and techniques, training for persons in related services in second language experience, the expansion of present bilingual programs, and research on bilingual education. (Author/AM)

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REPORT OF THE

BILINGUAL-BICULTURAL WORKSHOP

August 20-23, 1974

OCT 20 1975

Sponsored By

THE CENTER FOR INTERNATIONAL EDUCATION

In Conjunction With

THE BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

and

THE EXECUTIVE OFFICE FOR EDUCATIONAL AND CULTURAL AFFAIRS

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CENTER FOR INTERNATIONAL EDUCATION

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DR. LEONARD J. SAVIGNANO
Executive Director

This report is the result of three days of intensive and stimulating discussion that characterized the Bilingual-Bicultural Workshop (August 20-23), which the Center for International Education is most pleased to have sponsored in conjunction with the Bureau of Transitional Bilingual Education and the Executive Office for Educational and Cultural Affairs.

While there are no immediate or simple solutions to the problems inherent in the process of developing an effective and integrated, state-wide program for Bilingual education, the recommendations contained in this report should at least provide a starting point. True equality in education can only be attained if the problems non-English speakers are continually confronted with are overcome. To achieve this, the cooperation on the part of all State agencies involved is essential.

I wish to express my sincere thanks to Dr. John Carpenter, keynote speaker, and all the other distinguished participants for the success of the Workshop and hope that the recommendations in this report will be acted upon in the same enlightened spirit that was present there.

As a final word, it should always be kept in mind that our ultimate goal is not reports and their recommendations, but the betterment of educational opportunities for all the citizens of Massachusetts.

Leonard J. Savignano

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The need to address the issue of teacher supply and demand and its relationship to training of bilingual/bicultural teachers, which has resulted in this report, is based on two significant facts. First, the advent of federal and state policies to provide alternate educational programs in bilingual/biculturalism for the linguistically and culturally different child and the increasing consciousness and need for ethnic and cultural studies for all children; and second, the presence in the Commonwealth and elsewhere of an oversupply of teachers in some disciplines, and an undersupply of qualified teachers in other disciplines.

In order to probe areas of common concern in these fields of bilingual education and ethnic studies and their relationships with teacher training, international exchange, and supply and demand, Dr. Joseph Cronin,Secretary of Educational Affaris, requested that Mr. Ernest T. Mazzone, Director of the Bureau of Transitional Education, meet with Dr. Leonard J. Savignano, Executive Director of the Center for International Education, and Dr. Richard M. Hailer, Assistant Secretary of Educational Affairs. At this meeting, held on June 17, 1974, Mr. Mazzone in conjunction with his staff, Dr. Savignano and Dr. Hailer identified the areas to be profitably explored and some of the problems that could be solved through bilingual education. It was agreed that a three-day work session be convened to which

teachers, directors and members of both state and national agencies would be invited to brainstorm the issues.

A coordinator was contracted to harmonize the efforts of the three Bureaus involved, as well as to handle all preparations for the three-day work session. Invitations were sent out to a number of distinguished academicians, administrators, legislators and individuals interested in bilingual-bicultural education. In this manner many different viewpoints were accommodated.

The Bilingual-Bicultural Workshop, held from August 20-23, 1974, at the Center for International Education (Massachusetts Maritime Academy, Buzzards Bay), began on Tuesday afternoon with registration. That evening there was a reception and buffet dinner for the participants and guests. With everyone meeting and becoming acquainted beforehand, the workshop sessions which commenced the following morning were able to begin without unnecessary delay or confusion.

The five major topics offered for consideration and discussion which form the basis of this report are as follows:

1. Training Programs
2. Training Programs: Related Services and Aides
3. Overlapping Programs
4. Ethnicity
5. Supply and Demand

Five topic groups, meeting concurrently, attended two sessions on both Wednesday, August 21 and Thursday, August 22. Sessions were completed each day by 3:15 p.m. On Friday, August 23, the workshop concluded with a plenary session at which time the chairperson presented individual group summaries to the entire workshop. The express purpose of these work sessions was to produce a set of recommendations and suggestions that could be available to teacher training institutions, state education agencies and other private and public institutions concerned with the study of ethnicity and bilingual/biculturalism.

In this report the recommendations have been brought together under twelve headings. After each recommendation (underlined), the numbers suffixed (.1) present brief summaries of the rationales leading up to each recommendation, and the numbers suffixed (.2) present suggestions for implementation.

In conclusion, as no honorariums were paid and only expenses incurred in travelling and lodging were reimbursable, all the individuals and agencies who attended the Bilingual-Bicultural Workshop must be given special thanks for its success since their participation was entirely voluntary.

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THE SPECIFIC RECOMMENDATIONS WITH THEIR RATIONALE AND SUGGESTIONS FOR IMPLEMENTATION

I. TO PREPARE AMERICAN TEACHERS FOR TEACHING SERVICE IN A FOREIGN COUNTRY, THE WORKSHOP RECOMMENDS THAT:

1. Teachers should acquire communicative skills in the language of the country in question;

1.1 A knowledge of the language of the foreign country will enable the American teacher to function in that country; to serve as a vehicle of intercultural communication; and to operate more effectively in an instructional capacity.

1.2 A three to six week training program to be held either during summer or winter semester recess depending upon the schedule for the academic year of the foreign country in question. Such training programs could take place at the Center for InternationalEducation for eastern Massachusetts and at the University of Massachusetts for the western part of the State. Certain aspects, e.g. EFL and cultural sensitivity could be taught in common session; for more specialized work, students would be divided into appropriate groups

according to areas of training.

The role of the public-private consortia, such as that organized by the Center for International Education, should be utilized.

2. Teachers should be given sensitivity training in the culture of the foreign country and an acquaintance with its educational system;

2.1 Cultural sensitivity training would reduce cultural shock and enable the teacher to relate better with the students and other inhabitants of the foreign country. A knowledge of the foreign country's educational system will inform the American teacher of what is expected of his students. This will enable the teacher to function professionally abroad.

2.2 See implementation (1.2).

3. Teachers should be well trained in the skill area(s) they will teach:

3.1 Effective and efficient teaching is greatly commensurate with the skills teachers possess.

3.2 See implementation (1.2).

4. Teachers should be trained to teach English as a second or foreign language;

4.1 The ability to speak a foreign language does not qualify one to teach it as a second language, and since Americans teaching abroad are most often called upon to teach English as a foreign language, they should be trained to do so.

4.2 See implementation (1.2).

II. TO PREPARE TEACHERS TRAINED ABROAD FOR TEACHING IN THE UNITED STATES, THE WORKSHOP RECOMMENDS THAT:

5. Teachers should be trained in the philosophy of American education so that they will know what is expected of them;

5.1 Foundation programs are needed to ease cultural shock, to inform the teacher what is expected of him professionally to bring about successful and effective performance in the American bilingual classroom;

5.2 Participation in preparatory programs in American schools abroad for which the services of consultants could be arranged. Participation in a three to six week summer institute in the United States could be utilized which would include exposure to the American bilingual classroom (e.g. Title I Summer Program, etc.), and training in American methodology, testing, etc. The teacher should also spend a minimum of one week with an American family. Such programs should be supported by State or Federal funds. Sponsoring agencies should be held accountable for achievement of objectives. Regional arrangements would consist of integrated training sessions in conjunction with work of individual school districts.

6. Teachers should receive sensitivity training in American culture;

6.1 This need must be realized in order to ease cultural shock, to provide psychological and effective mechanisms for the foreign-born, trained teacher so he can relate in various segments of the American society (students, parents, administrators, public officials, business personnel, etc.); and to develop a positive attitude toward American society, culture and institutions.

6.2 See implementation (5.2).

7. Teachers should become familiar with American family relationships and kinships; especialy parental and student roles;

7.1 The better acquainted the foreign-born teacher is with his prospective students and backgrounds, the better equipped he will be to handle his teaching responsibility.

7.2 See implementation (5.2).

8. Teachers should gain pre-service experience in teaching in the American bilingual classroom and dealing with personnel to be encountered on the American educational scene; pupils, fellow teachers, administrators, parents, etc.

8.1 The initial pre-service experience solidifies the teacher's knowledge and ability in dealing with as many aspects of American education as possible.

8.2 See implementation (5.2).

III. TO PREPARE BILINGUAL TEACHERS TO TEACH IN ADULT BASIC EDUCATION PROGRAMS, THE WORKSHOP RECOMMENDS THAT:

9. Adult education should work closely with community groups as well as other agencies, e.g. Division of Employment Security, to assure that proper and relevant services are being provided.

9.1 It appears that community groups have not had substantial input with respect to their own education. They should be included in the decision-making process which affects them.

9.2 Community advisory councils should be formed for adult education.

10. The Transitional Bilingual Education Act of 1971, Chapter 71A of the General Laws of the Commonwealth of Massachusetts be extended to include the area of Adult Basic Education;

10.1 Since ABE does not at present come under the Bilingual Act, classes are usually conducted in English and result in a high drop-out rate among the linguistically different adults when various skill areas are taught; if the linguistically different adults were taught in their own language, it is believed that the drop-out rate would decrease and that the linguistically different, who are in great need of ABE, would be more inclined to to take advantage of it.

10.2 Have the Bureau of Transitional Bilingual Education support the extension of the law to include ABE;

to this end, have them pursue the matter with the proper authorities and with the legislative body of the Commonwealth.

11. Teachers of ABE be required to be trained in the teaching of basic literacy to adults.

11.1 Since basic literacy is the area of greatest need in the field of ABE, it is logical that those in the field be properly trained to teach it.

11.2 No implementation suggested.

12. Adult Education programs and Adult Basic Education should use the bilingual approach, including alphabetization of the native language, where it is necessary.

12.1 Non-English speaking adults are being deprived of proper basic education. It is important that these adults become literate in their own language before they try to learn English.

12.2 Qualified bilingual instructors should be hired who would not only teach these adults English but also basic skills in their native language.

IV. IN ORDER TO UPGRADE CERTIFICATION REQUIREMENTS AND TECHNIQUES, THE WORKSHOP RECOMMENDS THAT:

13. The State urge liberalization of immigration requirements for capable teachers with the potential for certification;

13.1 There is a scarcity of bilingual teachers for certain ethnic groups.

13.2 Immigration authorities should be consulted.

14. The certificate issued by the State Department of Education specify level of language(s) and field of specialization when appropriate;

14.1 The present teacher certification cards do not adequately identify teacher qualifications.

14.2 These certification cards should be revised.

15. Guidelines be established for assessment of bilingual-bicultural competancy. The bilingual proficiency examination should be upgraded in the areas of speaking and writing;

15.1 The present system lacks uniformity and is inadequate. The upgrading of the Bilingual Proficiency Exam would insure that those who pass it are fully qualified to teach whatever skill area(s) they are certified to teach. It is recognized here that different functions (e.g. counselors, elementary, secondary, ABE teachers, etc.) require different levels of language communication skills.

15.2 A task force should be established. All oral and written exams should test both the teachers proficiency in the language and his ability to utilize that same language in the subject area he is to teach.

16. Certification should be established in the area of ESL;

16.1 This certification would ensure the proper preparation of teachers, and in turn, result in more effective teaching.

16.2 The Bureau of TBE should approach the Bureau of Certification on this matter.

V. TO ESTABLISH A FOUR YEAR UNDERGRADUATE BILINGUAL PROGRAM, THE WORKSHOP RECOMMENDS THAT:

17. Specific guidance and orientation at the college level be provided for bilingual students. Specific information about bilingual education should be included in the overall college orientation program;

17.1 There is a need for better guidance at the college level in bilingual education since both guidance and information are lacking relating to alternative programs and subsequent job opportunities.

17.2 Guidance should be provided for college students. College media services should be effectively utilized to promote information regarding available programs and services.

18. Students leaving a four year bilingual program should possess both regular and bilingual certification;

18.1 To broaden and diversify the range of the students' job skills; to give the bilingual teacher the opportunity of teaching non-English speaking children and thereby foster a two-way cultural exchange; to give the bilingual teacher the opportunity to prepare in such highly specialized areas as counseling, education of the perceptually handicapped, the blind, etc.

18.2 Such programs should be organized in concerned and interested local universities.

19. Students should receive supervised student teaching in the bilingual classrooms;

19.1 In order to gain expertise and experience in the type of classroom situation in which they will actually teach.

19.2 See implementaion (18.2).

20. Students should be urged to spend a period of time in the foreign country in question, as well as visit appropriate areas of heavy ethnic concentration within the United States;

20.1 In order to gain a better understanding of their pupils' culture, learning styles, problems, etc.

20.2 See implementation (18.2)

21. Students should be sent out into community and classrooms early in their training program;

21.1 In order to help students make a proper career choice early.

21.2 See implementation (18.2).

22. The training of bilingual teachers and aides should include understanding of the multiplicity of needs, other than educational, of their students; and the means of developing and/or referring students to appropriate community services;

22.1 Teachers may better deal with students if their needs are understood. Teachers are in a position to see these needs and possibly offer help.

22.2 State colleges, state agencies and local agencies can be used for this purpose.

VI. TO QUALIFY BILINGUAL TEACHERS TO TEACH IN VOCATIONAL EDUCATION PROGRAMS, THE WORKSHOP RECOMMENDS THAT:

23. Vocational schools, occupational, special education, and adult education programs as well as others provide equal opportunities to students of limited English speaking ability;

23.1 There have been inconsistent policies and lack of opportunities for non-English speaking students to attend vocational schools and other programs. Entrance requirements have been such that students of limited English speaking ability have had a difficult time trying to meet all of the prerequisites for entrance. Chapter 622 of the General Laws of the Commonwealth provides for equal education regardless of sex, color, race, or linguistic background.

Chapter 766 must provide for all special needs of children regardless of their native language.

23.2 Criteria should be identified and developed for acceptance of non-English speakers into vocational schools and other programs. The methodology of the vocational schools and other programs should be surveyed in providing bilingual interaction. These functions may be performed by the Bureau of Equal Education Opportunities.

24. A temporary waiver of the educational requirements should be granted to bilingual vocational education teachers; that the latter supply evidence of competence in the area they are to teach, such as solid work experience, a license, etc; that the latter show reasonable evidence of progress toward acquiring the educational requirements to teach in their area;

24.1 At present, few if any, bilingual teachers exist who possess the educational requirements to teach in the area of Vocational Education; at the same time there are many linguistically different candidates who need and desire such training but cannot obtain it because of a shortage of bilingual personnel.

24.2 The Bureau of TBE should consider the matter with the Bureau of Certification and with the legislative authority of the Commonwealth, if necessary.

25. Ways of obtaining additional personnel where necessary, especially in secondary education, vocational education, adult education and special education be sought;

25.1 The supply of available personnel is lacking for various ethnic groups, especially at the secondary levels and in specialized fields.

25.2 A teacher data bank could be established. There should be additional publicity indicating openings. Guidance counselors should direct bilingual students to areas where needs exist.

26. Requirements for non-English speaking professionals and para-professionals should be reviewed so that experienced persons could continue their work in the non-English speaking community;

26.1 These people have experience and skills that could be used to great benefit.

26.2 Intensive ESL programs should be established,with emphasis on the technical vocabularies, for these people so that they could meet necessary requirements.

VII. TO INCORPORATE INTO THE TOTAL SCHOOL CURRICULUM STUDIES IN ETHNICITY, THE WORKSHOP RECOMMENDS THAT:

27. Resource centers should be established to obtain and disseminate available ethnic materials;

27.1 There is a lack of ethnic materials available in public schools.

27.2 The foregoing should be initiated as soon as possible, through the services of the educational regional centers.

28. American history be broadened to include pluralist cultural approach;

28.1 Emphasis so far has been on political history of the majority rather than the contributions of all.

28.2 A task force should be established.

29. Heritage studies should be clarified;

29.1 A wide range of definitions could lead to misconceptions.

29.2 An ethnic heritage task force should define heritage study.

30. Cultural awareness should be broadened;

30.1 Some experienced teachers may lack sensitivity to cultural pluralism.

30.2 Legislation should be passed to encourage experienced teachers to obtain cultural awareness through teacher exchange abroad.

31. Sensitivity to our cultural pluralism, with particular attention to our domestic culture should be reflected in materials and curriculum;

31.1 The Massachusetts education system and its materials do not reflect the cultural pluralism of our society.

31.2 A State wide task force with emphasis on curriculum development should be formed. Analysis of present materials should be included in the project.

32. All local education agency staff, teachers, counselors, and support personnel should be sensitized to the understanding of cultural pluralism of all students;

32.1 Bilingual students must deal with everyone in the school system and their learning experience would be more effective if their needs were better understood.

32.2 Bilingual staff persons should present aspects of cultural pluralism at in-service training sessions.

VIII. TO PROVIDE TRAINING FOR PERSONS IN RELATED SERVICES IN SECOND LANGUAGE EXPERIENCE, THE WORKSHOP RECOMMENDS THAT:

33. State coleges and private institutions should establish closer links with local education agencies and social agencies to provide the necessary training and re-training programs for the people serving the non-English speaking community;

33.1 Higher institutions need to provide services built around the needs of the community. There is a need to train more bilingual professionals and those in other social services not directly related to education, e.g. health, nursing, social work, legal, day care, etc.

33.2 Expertise should be available in state agencies, e.g. colleges, universities, hospitals, etc., to assist in local assessments with the intent to create and employ bilingually and biculturally trained personnel.

34. State colleges, universities and private schools of higher education create more meaningful training programs for bilingual teachers, social service personnel, specialists and other related vocations;

34.1 Many bilingual teachers lack specific training in several areas of critical importance, e.g. basic skill instruction in the vernacular, ESL, linguistics, etc. There is a need for all teachers to have exposure to multi-ethnic backgrounds. Teachers and education seem to receive the major emphasis whereas needs exist in other social areas. An over supply in the initial program development would therefore be avoided.

34.2 Local administrators, teachers and city governments should be surveyed on project needs; teacher exchange programs should be established through the School of International Education. College scheduling should be more responsive to the needs of their students.

35. Colleges should provide services in the local community such as in-service language and cultural courses; and all students should be encouraged to take advantage of bilingual programs;

35.1 In order to bring the colleges into the community and have their staff service community people.

35.2 Courses should be made available in schools and in local centers.

36. Money or funds for development of bilingual professionals other than teachers such as nurses, guidance counselors, student advisors, supervisors, bilingual evaluators, social workers, etc. should be allocated;

36.1 In order to better service the needs of the community.

36.2 Courses leading to a degree in one of the related services for bilingual programs should be offered.

IX. WITH RESPECT TO OVERLAPPING PROGRAMS WITH BILINGUAL EDUCATION, THE WORKSHOP RECOMMENDS THAT:

37. The Massachusetts Department of Education should bring together representatives of local, state and federal divisions, bureaus, units, and projects to determine the degree of overlapping in bilingual programs that already exists;

37.1 There appears to be considerable overlapping in bilingual education within divisions, bureaus, units, and projects at the local, state and federal levels. There appears to be similarities, differences, and conflicts within the existing and varied guidelines, rules and regulations.

37.2 The Massachusetts Department of Education should direct the appropriate state agency to establish a consortium of Division, Bureau, Unit and Project representatives whose areas are directly or indirectly involved with bilingual education and who will meet regularly to establish and review an integrated and comprehensive policy for rendering the necessary service to bilingual education.

38. The Massachusetts Advisory Council on Bilingual Education should establish the following subcommittees: A) on overlapping programs, B) to coordinate materials and resources available in existing bilingual education programs;

38.1 The Massachusetts Advisory Council on Bilingual Education has a responsibility to provide information to the Board of Education. The Council is comprised of Bilingual administrators, teachers, parents and community representatives.

38.2 The chairperson of the Advisory Council should be approached at its next meeting about these subcommittees and a preliminary report should be requested in ninety (90) days.

39. The State Department of Education should conduct a series of regional workshops with department personnel and local program directors representing the different programs that overlap with bilingual education.

39.1 This would enable local program directors as well as state personnel to become aware of the differences as well as the similarities of each program at the state and local level. Information would be provided and dialogue would be stimulated between the State Department of Education and LEA's.

39.2 Regional Education Center Coordinators should initiate such workshops for their respective regions and make subsequent information available to the Center for International Education so that it can disseminate it to members of the Consortium for International Education.

40. More bilingual staff should be present in the State Department of Education;

40.1 Very few bilingual personnel are employed at the State Department of Education. The need is definitely there to ensure proper implementation of TBE as well as other programs.

40.2 All State Department of Education bureaus which deal with non-English speakers should hire bilingual personnel to deal with their constituents or else provide more staff to the bureau of TBE, or both.

X. TO EXPAND PRESENT BILINGUAL PROGRAMS, THE WORKSHOP RECOMMENDS THAT:

41. Present educational concepts should be reconsidered;

41.1 A transitional type of education is not sufficient and contrary to the ethnic heritage concept.

41.2 The Bilingual Law should be expanded to include a full bilingual program, K-12.

42. Where pre-school programs exist, bilingual programs should be mandatory;

42.1 The goal is to provide a comprehensive set of services to all bilingual students (K-12).

42.2 Aides from the community should be employed. Community participation should be encouraged in bilingual programs through awareness of funding possibilities (i.e. Title I).

43. Minority cultures should be preserved;

43.1 The transition into the domestic culture should not exclude the minority culture.

43.2 Re-introduction and passage of the Cultural Maintenance Act should be urged.

44. High school programs should be expanded for other linguistic groups besides Spanish; training program centers should be created in order that non-English speaking groups receive the necessary training to obtain the G.E.D. in their vernacular;

44.1 No programs presently exist in assisting non-English speaking groups other than Spanish.

44.2 A new agency should be formed and established that would work closely with Adult Basic Education, citizenship groups, and other related agencies in training non-English speakers for their G.E.D.

45. All institutions of higher education, state and private, technical and humanistic, need to develop transitional bilingual programs for the non-English speaking high school graduate;

45.1 If the burden rests only with elementary and secondary schools then formal education comes to an end. College training is denied because of lack of programs.

45.2 Remedial tutoring courses should be made available to bilingual students who may need them. Programs need to be developed that would be flexible, e.g. a five year program instead of four summer sessions, etc.

46. Legislation should be passed to encourage experienced teachers to acquire experience abroad or in minority communities without losing senority or position;

46.1 Some experienced teachers may lack sensitivity to cultural pluralism.

46.2 The above recommendation should be made to the Ethnic Heritage Task Force.

47. The Commissioner of Education through the State Department of Education should establish a mechanism in order to communicate necessary information regarding the availability of funds including federal funds, services, programs and opportunities to the Local Education Agencies and the Parents Advisory Councils (PAC).

47.1 Presently information is lost or arrives too late for effective use of available funds and services. Bureaus within the Department of Education often become clerical dispensers rather than initiators of their own programs.

47.2 A transitional body to disseminate information needs to be created, or personnel could be assigned to handle this function. Regional offices need to be staffed with bureau personnel.

XI. TO PROVIDE RESEARCH ON BILINGUAL EDUCATION, THE WORKSHOP RECOMMENDS THAT:

48. Opinions should be sought in areas other than education;

48.1 Broader viewpoints are provided. Decisions can be made in different areas. Dialogue with education agencies can be beneficial to all concerned.

48.2 In future workshops and conferences, representatives should include individuals from business communities, government agencies (e.g. Division of Employment Security, Welfare, etc.) and others besides education.

49. Research projection study should be undertaken to assess future needs;

49.1 Accurate data should be available to teacher training institutions.

49.2 Consultants should be hired to undertake study.

50. The number of incoming teachers to the United States should be determined;

50.1 This would, in turn, determine the need for the implementation of teacher training programs, and general bilingual programs.

50.2 The Bureau of Naturalization and Immigration should include in its report to the Bureau of TBE, the professions of those immigrating to the United States.

51. American universities should adopt a consistent policy of granting credit for courses taken in foreign universities by foreign nationals or by recent immigrants and to avoid policies which may be characterized as excessively lenient.

51.1 In order to institute policies of granting credit for work done in foreign universities that are fair, equitable and reasonable; and to eliminate undue hardship for those wishing to enter four year undergraduate programs, in terms of admission as well as in terms of cost.

51.2 The Board of Higher Education should be approached on the matter and the Bureau of TBE and the Center for International Education should be called upon to supply appropriate information and recommendations.

52. A resource bank for research and curriculum materials dealing with bilingual education in Massachusetts should be established;

52.1 Because of the relatively new establishement of bilingual education in school systems, organized research or materials are desperately needed.

52.2 A questionnaire should be sent to Advisory Council members, project directors, etc., in the state as well as elsewhere, asking for possible identification of individuals or institutions that are doing research. Another questionnaire should be sent to persons identified asking for information on their projects, and further possible research being done.

Sources of funding should be established.

A resource center should be established in central location or in Regional Education Centers.

Someone to coordinate and direct this project should be contracted.

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